

Name \_\_\_\_\_ Period \_\_\_\_\_

## This rubric must be turned in with your persuasive paper!

**Writing and Composition:** Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Rubric Category	Exceeds Standards	Meets Standards	Approaching Standards	Below Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9 -10.1)</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b)</p>	<p>Claim is clear, focused, predictive, and offers the establishment of the counter-argument.</p> <p>Argument expertly uses a focused variety of the most appropriate persuasive techniques and offers overwhelming and irrefutable evidence that the claim is valid.</p> <p>Organization anticipates the reader's biases, expectations, and needs for understanding. The claim, counter-claim, reasons, and evidence are logically and preemptively clear and focused.</p>	<p>Claim is clear, focused, and predictive.</p> <p>Argument effectively uses persuasive techniques and offers adequate evidence that the claim is valid.</p> <p>Organization assists the reader in understanding the claim, counter-claim, and its reasons. The evidence is logically presented.</p>	<p>Claim is vague but present.</p> <p>Argument attempts to use persuasive techniques and offers some evidence that the claim is valid.</p> <p>Organization is attempted but hinders the reader's understanding of the claim counter-claim, and its reasons. The evidence is illogically presented.</p>	<p>Claim is not present or is indistinguishable. No argument is defined.</p> <p>No argument is made or evidence is offered, but connections and explanations do not make the point clear.</p> <p>Organization is lacking; the claim, counter-claim, reasons, and evidence are vague or irrelevant; the reader cannot understand the writer's stance.</p>
<p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, and between reasons and evidence. (CCSS: W.9 - 10.1c)</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9 -10.1e)</p>	<p>Highly developed introduction sets forth the purpose of the paper and effectively hooks the reader.</p> <p>Ideas are clearly, purposely, logically, and smoothly connected using sophisticated transitional words and phrases.</p> <p>The conclusion effectively reviews the most important points by synthesizing the information previously presented.</p>	<p>Clear introduction sets forth the purpose of the paper.</p> <p>Ideas are connected in a functional arrangement of content that sustains a logical order using transition words and phrases.</p> <p>The conclusion reviews the most important points of the paper and ties the ideas together adequately.</p>	<p>Introduction is weak.</p> <p>Ideas are connected inconsistently through the use of illogical transition words and phrases.</p> <p>The conclusion recalls some important points of the paper but does not tie ideas together adequately.</p>	<p>Introduction is not developed.</p> <p>There is little or no attempt to connect ideas and information in a logical order.</p> <p>The conclusion does not review the paper's main points.</p>
<p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)</p>	<p>Sentences vary extensively in length and structure.</p>	<p>Sentences vary in length and structure.</p>	<p>Sentences only occasionally vary in length and structure.</p>	<p>Sentences rarely vary in length and structure.</p>

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)	Writer's voice is perfectly attuned to the subject matter of the paper.	Writer's voice is appropriate to the subject matter of the paper.	Writer's voice is sometimes inappropriate to the subject matter of the paper.	Writer's voice is not appropriate to the subject matter of the paper.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)	There are few errors in grammar, mechanics or spelling.  Use of grammar enhances the flow of the piece.	Minimal errors in grammar, mechanics, or spelling occur, but they do not impede understanding.	Errors in grammar, mechanics or spelling detract from the work and impede understanding but could be fixed with some attention to detail.	There are "no excuse" errors <b>such as</b> misspelling their/they're/there, you're/your (or other common homophones), misuse of then/than, not capitalizing the personal pronoun "I," or a variety of other offenses.
Use technology, including the Internet, to produce, publish, and update individual or shared writing products (CCSS: W.9-10.6)	The finished appearance is of superior quality, is formatted according to MLA conventions, and includes well-placed graphics or thoughtful use of fonts.  The writing is submitted to turnitin.com and posted to blog.	Presentation/formatting of the narrative is standard and predictable and follows MLA conventions.  The writing is submitted to turnitin.com and posted to blog.	Presentation/formatting confuses the message and does not follow MLA conventions accurately.  The writing is submitted to turnitin.com and posted to blog.	MLA elements are missing.  The writing is not submitted to turnitin.com and/or not posted to blog.

Comments:

### Non-Scoreable

- Is illegible: includes so many indecipherable words that no sense can be made of the response.
- Is incoherent; words are legible, but the syntax is so garbled that response makes no sense.
- Is insufficient: does not include enough to assess domains adequately.
- Is a blank paper.

### Off-Prompt

- Is readable but student did not respond to prompt.